

Hillsborough County Public Schools

Greco Middle Magnet School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	17
Planning for Improvement	25
Positive Culture & Environment	30
Budget to Support Goals	31

Greco Middle Magnet School

6925 E FOWLER AVE, Temple Terrace, FL 33617

[no web address on file]

Demographics

Principal: Wendy Rauld

Start Date for this Principal: 7/29/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (42%) 2017-18: D (39%) 2016-17: D (38%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	17
Planning for Improvement	25
Title I Requirements	0
Budget to Support Goals	31

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6925 E FOWLER AVE, Temple Terrace, FL 33617

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>85%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>85%</p>

School Grades History

	2020-21	2019-20	2018-19	2017-18
Year				
Grade		C	C	D

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide each student with a rigorous and relevant curriculum that fosters excellence in academics and cultivates community-minded, global leaders.

Provide the school's vision statement.

We support the District's vision of Preparing Students for Life, and are working to ensure that our students leave our school equipped with the tools they need to graduate on time.

Preparing students for global success.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Rauld, Wendy	Principal	<p>Develops and coordinates educational programs through meetings with staff, reviews of teachers' activities, and issuance of directives.</p> <p>Administers and develops educational programs for students with mental or physical disabilities.</p> <p>Confers with teachers, students, and parents concerning educational and behavioral problems in school.</p> <p>Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services.</p> <p>Requisitions and allocates supplies, equipment, and instructional material as needed.</p> <p>Directs preparation of class schedules, cumulative records, and attendance reports.</p> <p>Walks about school building and property to monitor safety and security</p> <p>Plans and monitors school budget.</p> <p>Plans for and directs building maintenance.</p> <p>Performs any other duties as assigned.</p>
Butler, Jennifer	Instructional Coach	<p>Maintains and monitors implementation of Hillsborough County Public Schools' Mathematics Program Guidelines and Procedures, inclusive of county and state guidelines and standards.</p> <p>Assists with the implementation of district initiatives in the area of STEM (Science, Technology, Engineering, and Mathematics).</p> <p>? Demonstrates a strong working knowledge of the Mathematics Florida Standards and best practices in mathematics instruction across content areas. Continues to develop professional expertise through professional readings, trainings, and conferences.</p> <p>? Serves as a resource to the school for mathematics-related strategies and materials to increase achievement.</p> <p>? Assists teachers in implementing standards across the STEM (Science, Technology, Engineering, and Mathematics) subject areas. Assists teachers in organizing classrooms and instructional focus for mathematics instruction.</p> <p>? Develops and conducts professional development for targeted audiences, including classroom teachers, in the content area of mathematics instruction regarding instructional strategies, best practices, use of materials, and specific instructional topics. Models effective teaching techniques when presenting to groups and other professionals. Provides follow-up support to district and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>site-based training.</p> <ul style="list-style-type: none"> ? Provides coaching to targeted audiences in order to improve mathematics instruction, classroom organization and management, and effective implementation of district-provided resources. ? Conducts classroom walk-throughs and provides feedback to teachers. ? Trains and assists teachers in selection and use of a variety of assessment instruments. Models and coaches how to administer assessments and collect data. Conducts data conferences with classroom teachers to interpret data and plan instruction, and assists teachers in using assessment data to plan appropriate instruction. ? Provides small group instruction for selected students. ? Assists with competitions. ? Assists with textbook implementation. ? Regularly collaborates with building administrators to discuss classroom practices and to provide support for mathematics instruction. Provides on-going feedback in partnership with the district mathematics supervisor. ? Assists mathematics and content-specific district supervisors in developing model lesson plans, curriculum, and assessments. ? Promotes parent and community outreach and involvement in the mathematics instructional program at the school.

Austin, Stephanie	Other	<p>Provides support and/or direct instruction to students with disabilities based upon site needs.</p> <p>Site support schedules will vary depending upon needs of the students as documented in the Individual Education Plan (IEP).</p> <ul style="list-style-type: none"> • Assists with the organization, management, and coordination of supports and services provided to students with disabilities. • Demonstrates advanced knowledge and practices of instructional and behavioral strategies. <p>Collaborates with the school team (teachers and paraprofessionals) to implement best practices of data collection, analysis, inclusive practices, and responsive instructional decisions for students with disabilities. Monitors and supports the efficacy of instruction provided to students with disabilities in general education and ESE settings.</p> <ul style="list-style-type: none"> • Designs and delivers job-embedded professional development (curriculum, behavior, compliance, etc.) in coordination with the General Director of ESE, Regional
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Name	Position Title	Job Duties and Responsibilities
		<p>Leadership Teams, and ESE program staff to ensure that school staff maintain updated skills and knowledge of ESE related best practices.</p> <ul style="list-style-type: none"> • Assists administrators in ensuring implementation of ESE supports and services that align with requirements of the Individuals with Disabilities Education Act (IDEA), state statutes, district procedures, and full-time equivalency (FTE) accounting and reporting. • Effectively collaborates and communicates with all stakeholders (e.g. parents, teachers, students, and school/district staff) to facilitate student success aligning with the district's vision of increasing graduation rates. Communicates with stakeholders to establish and maintain good relations with school and district personnel, as well as parents/guardians of students with disabilities. • Serves as a liaison between the school and parents, district staff, and community groups or agencies. • Collaborates with the principal and regional ESE team to develop supportive systems that build teacher capacity and improve effective case management practices (e.g. progress monitoring, data collection, eligibilities, IEPs, and internal/external articulation). • Demonstrates personal and professional growth and expertise by remaining current with state and national associations, certifications, and professional trends. Attends required and optional trainings related to job skills and/or provides follow-up with district-level training to maintain professional certification. • Completes and submits requested tasks, reports, and projections accurately and on time
	Assistant Principal	<ul style="list-style-type: none"> ? Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others. ? Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization. ? Influences the school stakeholders by a variety of means, such as persuasive argument, setting examples, or using expertise; is able to present ideas to others in an open, informative, and nonevaluative manner; is able to write clearly and concisely. ? Uses data to implement curriculum and instructional supervision; gathers,

Name	Position Title	Job Duties and Responsibilities
		<p>analyzes and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision. ? Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated. ? Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school. ? Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings ? Discovers, understands, verbalizes accurately, and responds empathetically to perspectives, thoughts, ideas, and feelings of others. ? Establishes systematic processes to receive and provide feedback about the progress of work being done. ? Leads by example, setting goals that encourage self and others to reach higher standards. ? Holds high and positive expectations for the growth and development of all stakeholders, including self. ? Understands the effects of his/her behavior and decisions on all stakeholders, both inside and outside the organization. ? Entrusts routine and non-routine assignments to others, giving them authority and responsibility for accomplishment. ? Assists with oversight of and responsibility for the school's instructional program and its results. ? Assists with oversight of and responsibility for the safety and discipline of school's students. ? Assists with oversight of and responsibility for the school's human resources selections, management, and development. ? Assists with oversight of and responsibility for the school's business and research efforts. ? Assists with oversight of and responsibility for the accuracy and timeliness of the school's records and reports. ? Assists with oversight of and responsibility for the school's administration and operation. ? Assists with oversight of and responsibility for the school's property and physical plant. ? Assists with the provision of leadership in the development or revision and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>implementation of the School Improvement Plan.</p>
<p>Morris, Charles</p>	<p>Assistant Principal</p>	<p>? Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others.</p> <p>? Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization.</p> <p>? Influences the school stakeholders by a variety of means, such as persuasive argument, setting examples, or using expertise; is able to present ideas to others in an open, informative, and nonevaluative manner; is able to write clearly and concisely.</p> <p>? Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision.</p> <p>? Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated.</p> <p>? Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school.</p> <p>? Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable.</p> <p>? Discovers, understands, verbalizes accurately, and responds empathetically to perspectives, thoughts, ideas, and feelings of others.</p> <p>? Establishes systematic processes to receive and provide feedback about the progress of work being done.</p> <p>? Leads by example, setting goals that encourage self and others to reach higher standards.</p> <p>? Holds high and positive expectations for the growth and development of all stakeholders, including self.</p> <p>? Understands the effects of his/her behavior and decisions on all stakeholders, both inside and outside the organization.</p> <p>? Entrusts routine and non-routine assignments to others, giving them authority and responsibility for accomplishment.</p> <p>? Assists with oversight of and responsibility for the school's instructional</p>

Name	Position Title	Job Duties and Responsibilities
		<p>program and its results.</p> <ul style="list-style-type: none"> ? Assists with oversight of and responsibility for the safety and discipline of school's students. ? Assists with oversight of and responsibility for the school's human resources selections, management, and development. ? Assists with oversight of and responsibility for the school's business and research efforts. ? Assists with oversight of and responsibility for the accuracy and timeliness of the school's records and reports. ? Assists with oversight of and responsibility for the school's administration and operation. ? Assists with oversight of and responsibility for the school's property and physical plant. ? Assists with the provision of leadership in the development or revision and implementation of the School Improvement Plan.
Lauerman, Jennifer	Other	<ul style="list-style-type: none"> ? Analyzes data to ensure quality intervention is appropriate to meet the attendance, behavioral, and/or course performance/academic needs of all students. ? Assists in creating an understanding of the problem-solving process and its use in determining effectiveness of interventions. ? Assists with evaluating the types of response to interventions for all groups. ? Attends monthly professional learning communities (PLCs) and professional development in Rtl best practices. ? Engages in coaching cycles with teachers to improve student performance. ? Facilitates the Multi-Tiered System of Supports (MTSS) Rtl process at the school site. ? Interprets data related to student performance to identify appropriate intervention strategies for all students. ? Models effective techniques in the classroom. ? Provides professional development of MTSS-Rtl to faculty and staff. ? Uses technology to analyze and interpret school data.
Okegbola, David	Other	<p>The job of Community School Resource Coordinator is done for the purpose/ s of engaging school and community stakeholders, aligning community school resources to the needs of families and youth, and ensuring that these efforts are cohesive, collaborative, and comprehensive. The resource coordinator builds relationships for shared leadership and ownership in the community school, facilitates collaborative planning processes, supports implementation of programs/services/initiatives</p>

Name	Position Title	Job Duties and Responsibilities
		<p>around identified goals, creates procedures for information and resource-sharing, and manages communications regarding the community school.</p>
<p>Wilkinson, Jeannie</p>	<p>Magnet Coordinator</p>	<p>Participates in the recruitment and retention of potential and current students to the magnet program, including marketing the magnet program to families and the community. These activities include attending district- and school-based day, evening, and weekend magnet marketing events.</p> <ul style="list-style-type: none"> ? Seeks professional development opportunities to strengthen classroom practice and theme integration. ? Disseminates curricular and instructional information from the district and other sources, as appropriate. ? Serves as a liaison between staff, administration, families, the Magnet Office, the community, and professional organizations that partner with the magnet program. ? Completes and submits applications for grants, awards, and certifications to enhance the standing of the program and demonstrate each program's commitment to excellence. ? Collaborates with on-site staff on the use of available school technology and resources to increase student achievement. ? Plans and coordinates learning activities designed to help students acquire skills specific to the site's magnet theme. ? Provides formative and summative data to administrators, professional staff, the Magnet Office, and the community on the status of the Magnet Program. ? Develops and coordinates school marketing tools and events, parent information sessions, and family visits/tours. ? Ensures that the magnet program is represented at all appropriate district marketing events. ? Organizes school events and activities that support the magnet theme. ? Plans and coordinates Professional Learning Community meetings that may include multiple magnet sites. ? Attends monthly Magnet Lead meetings and professional development sponsored by the Magnet Office. ? Prepares budgets and funding proposals to submit to the Magnet Office for approval. ? Serves as a member of the School Improvement Planning team, School

Name	Position Title	Job Duties and Responsibilities
		Advisory Committee, or other group with the purpose of helping make decisions about issues that relate to the health of the site's magnet program.

Demographic Information

Principal start date

Thursday 7/29/2021, Wendy Rauld

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

16

Total number of teacher positions allocated to the school

58

Total number of students enrolled at the school

887

Identify the number of instructional staff who left the school during the 2020-21 school year.

10

Identify the number of instructional staff who joined the school during the 2021-22 school year.

11

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	286	275	330	0	0	0	0	891
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	13	12	14	0	0	0	0	39
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	100	104	78	0	0	0	0	282
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	135	126	105	0	0	0	0	366
Number of students with a substantial reading deficiency	0	0	0	0	0	0	100	104	78	0	0	0	0	282

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	4	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 9/7/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	322	312	252	0	0	0	0	886
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	100	104	78	0	0	0	0	282
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	135	126	105	0	0	0	0	366

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	322	312	252	0	0	0	0	886
Attendance below 90 percent	0	0	0	0	0	0	106	118	153	0	0	0	0	377
One or more suspensions	0	0	0	0	0	0	10	54	78	0	0	0	0	142
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	100	104	78	0	0	0	0	282
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	135	126	105	0	0	0	0	366

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	4	34	51	0	0	0	0	89

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	4	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				32%	51%	54%	31%	52%	53%
ELA Learning Gains				43%	52%	54%	45%	53%	54%
ELA Lowest 25th Percentile				47%	47%	47%	49%	48%	47%
Math Achievement				32%	55%	58%	27%	56%	58%
Math Learning Gains				46%	57%	57%	36%	59%	57%
Math Lowest 25th Percentile				44%	52%	51%	33%	52%	51%
Science Achievement				28%	47%	51%	28%	47%	52%
Social Studies Achievement				33%	67%	72%	39%	66%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	34%	53%	-19%	54%	-20%
Cohort Comparison						
07	2021					
	2019	29%	54%	-25%	52%	-23%
Cohort Comparison		-34%				
08	2021					
	2019	27%	53%	-26%	56%	-29%
Cohort Comparison		-29%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	25%	49%	-24%	55%	-30%
Cohort Comparison						
07	2021					
	2019	32%	62%	-30%	54%	-22%
Cohort Comparison		-25%				
08	2021					
	2019	16%	31%	-15%	46%	-30%
Cohort Comparison		-32%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	25%	47%	-22%	48%	-23%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	32%	67%	-35%	71%	-39%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	82%	63%	19%	61%	21%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The data below includes Achieve Baseline, Midyear and Summative data for Language Arts. The data for math, science and civics includes baseline, midyear FSA for math, FCAT SSS for Science and Civics End of Course.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	8.5	10.81	12.58
	Economically Disadvantaged	8.27	10.05	12.04
	Students With Disabilities	7.14	13.52	13.51
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12	51.27	23.5
	Economically Disadvantaged	9	40.80	23.5
	Students With Disabilities	7	52.94	15.8
	English Language Learners	10	28.44	12.5
	Number/% Proficiency	Fall	Winter	Spring
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	13.16	15.5	17.3
	Economically Disadvantaged	11.28	13.44	15.1
	Students With Disabilities	27	26.32	26.92
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36	49.48	25
	Economically Disadvantaged	27	41.02	24
	Students With Disabilities	8	53.98	18.8
	English Language Learners	0	37.51	26.7
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	48.70	50.64	40
	Economically Disadvantaged	39.30	40.80	91.1
	Students With Disabilities	55.80	53.83	86.7
	English Language Learners	23.90	27.55	81
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14.91	14.58	15.38
	Economically Disadvantaged	13.29	13.67	14.17
	Students With Disabilities	22.85	22.5	21.95
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18	51.21	21
	Economically Disadvantaged	20	46.15	17.2
	Students With Disabilities	0	51.21	2,6
	English Language Learners	0	40.99	10.5
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	48.10	50.34	16
	Economically Disadvantaged	37.30	41.10	9.2
	Students With Disabilities	53.70	53.08	0
	English Language Learners	20.30	24.79	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	11	20	25	17	32	37	9	13			
ELL	20	34	37	20	36	59	7	38			
ASN	42	60		47	62						
BLK	14	22	25	14	27	42	11	28	37		
HSP	33	34	25	27	35	61	14	50			
MUL	28	24		45	53						
WHT	41	39		46	49		40	67	58		
FRL	21	27	24	21	32	45	13	37	38		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	36	37	14	46	53	14	21			
ELL	9	43	57	11	50	58	3	11			

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	26	41	51	26	40	35	20	31	62		
HSP	31	48	37	33	53	54	31	35	91		
MUL	43	32		33	32						
WHT	44	41	43	47	54	67	45	45	70		
FRL	28	42	47	29	44	43	23	30	64		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	30	35	11	20	20	16	16			
ELL	11	42	49	11	41	38	25	8			
BLK	27	43	47	21	30	32	19	38	50		
HSP	28	43	50	32	43	33	38	30	63		
MUL	39	43		36	36						
WHT	49	49	45	44	48	37	50	48	79		
FRL	29	44	48	26	35	33	26	37	57		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	31
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	29
Total Points Earned for the Federal Index	306
Total Components for the Federal Index	10
Percent Tested	80%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	53
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	25
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	38
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	43
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	29
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based on 2019 FSA data when compared to district average

6th Grade ELA- 19% below

7th Grade ELA- 25% below

8th Grade ELA- 26% below

6th Grade Math- 24% below

7th Grade Math- 30% below

8th Grade Math-15% below

Algebra - 19% Above

8th Grade Science- 22% Below

Civics- 35% below

2021 FSA Data Compared to 2019 FSA Data

6th Grade ELA : -11%

7th Grade ELA: -4%

8th Grade ELA -8%

6th Grade Math -3%

7th Grade Math : -17%

8th Grade Math: +4 %

Algebra: -24%

Civics: +7 %

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data component showing the lowest performance is math and language arts proficiency for ESE students. 18% of ESE students were proficient in reading and 14% were proficient in math for the 2019 school year.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Co-taught classes for ESE students will focus on Parallel Teaching providing opportunities for teachers to maximize participation and minimize behavior problems. When teachers use this approach, they divide the class in half and lead the same instruction with both groups. The groups do not rotate. In this approach, teachers form groups to maximize learning. Student grouping should be flexible and based on students' needs in relation to expectation(s) being taught. Students benefit from working in smaller groups and receiving instruction from only one of the teachers.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component showing the most improvement was overall learning gains and learning gains for the lowest 25 of students in math. Overall learning gains in math increased by 26 percent and 33 percent for the lowest 25 percent.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Number of suspensions and time in ISS was decreased significantly so students were present in class. Classroom Focus on student collaboration and discussion.

What strategies will need to be implemented in order to accelerate learning?

The following strategies will be used to accelerate learning
Student discussion throughout instruction facilitated by the teacher so students can share thinking
Daily informal assessments in class
Small group instruction
Co-teach models utilized in ESE classes
Using class data to differentiate instruction
Coaching cycles with academic coaches

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development opportunities will include:
Co-teach models
Teach Like a Champion Classroom Strategies
Student Led Discussion Strategies
Using Data to Differentiate Instruction

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

RTI coach will work with teachers to identify Tier 2 and 3 students in need of interventions. There is a teacher per grade level in Math and Language Arts with an class period dedicated to interventions. These teachers will meet with Tier 3 students weekly for small group instruction using baseline data to determine standards of focus. Academic Coaches along with leadership team will conduct walkthroughs of classrooms giving feedback to teachers and next steps for growth. Academic coach will complete coaching cycles with teachers to improve best practices and include student voice, student choice and student ownership of learning with a focus on productive struggle giving students time needed to grapple with challenging topics and make sense of learning.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Instructional Coaching

Area of Focus Description and Rationale: Instructional coaching is needed based on data from classroom walkthroughs and assessments to improve instructional best practices leading to higher student achievement.

Measurable Outcome: We will increase the percent proficient in the following subjects areas in each grade level as measured by 2022 FSA data by the designated percent.
 Language Arts 8%
 Math 8%
 Science 10%
 Civics 5%
 Algebra 20%
 Learning Gains 20%
 Economically Disadvantaged 5%
 Students with Disabilities 5%
 English Language Learners 10%

Monitoring: Teachers will engage in coaching cycles with academic and RTI coach beginning with data from classroom walkthroughs. Coaches will lesson plan, model and co-teach lessons to implement strategies focused on student engagement, discussion, progress monitoring and small group instruction. Professional development will be offered based on teacher needs and implementation monitored through student data, teacher reflection and walkthroughs. The RTI coach works with a team on teacher interventionists to support ESE, ELL, Multi-racial, Black and Free/Reduced lunch students to pull for small groups for 20 min three times a week.

Person responsible for monitoring outcome: Wendy Rauld (wendy.rauld@hcps.net)

Evidence-based Strategy: Active listening, deciphering needs, and then building capacity based on the strengths of teachers. coaches will collect and analyze data, engage in in-classroom work. For example: modeling, co-teaching, lesson planning, goal-setting/ reflection, facilitating professional development of teacher and collaborating. with a team/PLC
 I Ready, Literacy footprint, NewsELA and IXL will be used to progress monitor ESE, ELL, Multi-racial, Black and Free/Reduced lunch students

Rationale for Evidence-based Strategy: Based on FSA data from 2019 and 2021, teachers are in need of coaching on instructional strategies to increase student engagement and progress monitoring with ESE, ELL, Multi-racial, Black and Free/Reduced lunch students to ensure students understand what is being taught in daily lessons and are able to apply what they have learned to assessments.

Action Steps to Implement

1. Walkthroughs conducted by administrative team and academic coaches.
2. Debrief with teachers outlining next steps.
3. Lesson planning with academic coaches.
4. Professional development tailored to teacher needs.
5. Modeling provided by academic coaches.
6. Examining student data to evaluate effectiveness of instructional strategies.
7. Walkthroughs conducted by administrative team and academic coaches.

Person Responsible Jennifer Butler (jennifer.butler@hcps.net)

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: The instructional focus of collaborative planning is a critical need so teachers and students can see the connections between subject areas and real world applications using the IB unit planner and interdisciplinary projects.

Measurable Outcome: We will increase the percent proficient in the following subjects areas in each grade level as measured by 2022 FSA data by the designated percent.
 Language Arts 8%
 Math 8%
 Science 10%
 Civics 5%
 Algebra 20%
 Learning Gains 20%
 Economically Disadvantaged 5%
 Students with Disabilities 5%
 English Language Learners 10%

Monitoring: The IB coordinator meets with grade level subject areas teams to complete IB unit planners. Teacher will utilize student work product and assessment data to progress monitor and evaluate student learning.

Person responsible for monitoring outcome: Jeannie Wilkinson (jeannie.wilkinson@hcps.net)

Evidence-based Strategy: IB unit planning to create units of inquiry for each subject area at least one per semester. They will be created in collaboration with the subject area teachers and the Middle Years Program (MYP) coordinator. The units include the central idea, formative and summative assessment, teacher questions/provocations, resources needed, learning activities, standards covered and teacher reflection. Interdisciplinary units will focus on Rain Gardens for 6th grade, Vermicomposting for 7th grade and Hydroponic gardening for 8th grade. These units incorporate math and science lessons so students can see the connections between subject areas.

Rationale for Evidence-based Strategy: The IB unit planning and statements of inquiry hold students and teachers accountable for using best practices. Students can see the connections between subject areas along with real world connections. Students will use the statement of inquiry to focus their learning while solving problems creatively and collaboratively.

Action Steps to Implement

1. Create IB Unit plan with grade level/ subject area groups
2. Teach units in the classroom
3. Collect student work products and assessment data
4. Use products and assessment data to reflect on student learning

Person Responsible [no one identified]

#3. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale: During the 2020-21 school year Greco had 1,054 behavior incidents of which 569 were personal conduct, 185 fighting and 36 were physical attacks.

Measurable Outcome: We will work to decrease behavior incidents by 20% this school year for ESE, Black and Free/Reduced lunch students with a focus on decreasing fights and personal attacks.

Monitoring: Discipline data will be analyzed in monthly RTI meetings. The leadership team will look for trends and use the problem solving cycle

Person responsible for monitoring outcome: Wendy Rauld (wendy.rauld@hcps.net)

Evidence-based Strategy: Restorative Practice strategies are utilized to build and strengthen positive relationships with staff and students. The goal is to reduce, prevent and improve adverse behaviors, repair and restore relationships and a sense of community to prevent and address conflict. Through social emotional learning, students will better recognize and manage emotions, establish positive relationships and handle challenging situations responsibly. Student leaders will be chosen to take part in peer mediation to work with students dealing with conflict so it can be resolved before leading to physical violence.

Rationale for Evidence-based Strategy: This strategy will give teachers tools to deescalate situations and guide students through examining how behavior impacts others and a positive frame for conflict resolution while guiding students through self-regulating emotions. Restorative practice will help keep the flow of instruction while tending to the emotional needs of students.

Action Steps to Implement

1. Present data to faculty
2. Faculty PD on restorative practice
3. Restorative lunch groups facilitated by teachers
4. Student classes and groups to work with Mindfulness coach

Person Responsible Wendy Rauld (wendy.rauld@hcps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Greco recorded 23.0 incidents per 100 students. This rate is greater than the Statewide middle/junior school rate of 4.2 incidents per 100 students.

Violent Incidents

19.68 per 100 students

District Ranking 46/46

State Ranking 551/553

Property Damage

.50 per 100 students

District Ranking 36/46

State Ranking 530/553

Drug/ Public Order

2.85 per 100 students

District Ranking 42/46

State Ranking

449/553

Greco will focus on violent incidents as the primary concern. Contributing factors include:

Lack of teachers on campus, teachers and support personnel being pulled to cover classes

Lack of adequate supervision during transitions, on the bus ramp and in the cafeteria

Fights happening in classes with substitutes

Lack of pro-active strategies to stop the incident from happening

Lack of training for teachers on social emotional learning

Lack of teachers reporting problems before they begin

When students are suspended for fighting they participate in OSS re-entry meeting with grade level counseling,

participate in mediation with all parties and receive a schedule changes.

To reduce the number of violent incidents the plan includes a systematic procedure to document and track conflict between students

Systematic and Track

Who is reporting fills out a form online QR code or paper version

See something say something

Culture Coaches, Admin, support personnel will address the each situation and conduct mediations based on what is reported as a pro-active approach to stop the incident before it occurs giving students the space to work through his/her issues peacefully

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Greco builds a positive school culture ensuring all stakeholders are involved through Positive Behavior Interventions and Support (PBIS), an evidence-based, three tiered framework to improve and integrate all of the data, systems and practices affecting student outcomes everyday. Through the three tiered levels of support the staff works to establish a foundation of regular, proactive support while preventing unwanted behaviors, supporting students who are at risk for developing more serious behaviors before those behaviors start. Students in need receive more intensive, individualized support to improve their behavioral and academic outcomes. Restorative Practices are utilized to address student behavior taking away from teaching and learning while strengthening the relationship positive relationships between staff and students. The goal is to reduce, prevent and improve adverse behaviors, repair and restore relationships and resolve conflict while holding individuals and groups accountable. Through social emotional learning, students will learn to better manage emotions, establish positive relationships and make responsible decisions and handle challenging situations appropriately. Greco is also using the Ron Clark house system to incentivize students and celebrate positive behaviors. Students will be sorted into four houses and will earn points for his/her house given by faculty members using the Ron Clark House system app. Parents will be notified when their child receives a point for his/her house and students will be able to see how many points the house has through televisions in each classroom and hallway. Our goal is to give the students the tools they need to focus on academic achievement by supporting every students social emotional needs by providing a detailed structure to address behaviors keeping students in class and celebrating positive behaviors.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Chelsea Clark, Community Resource Coordinator in heading the implementation the Ron Clark house system to celebrate positive student behavior using the Ron Clark App. Teachers and students can earn points for his/her house and participate in house celebrations, competitions along with giving back to the school and community. As the community resource coordinator, she will use the problem solving cycle and needs assessment to identify areas in need of improvement and how community stakeholders can be a part of improving the culture and environment at Greco.

Carly Price, International Baccalaureate (IB) coordinator: Coordinates the IB program in campus so all student access to the interdisciplinary units, cross curricular projects and assessment strategies. The IB learner profile traits are highlighted each month and discussed in classes. The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success.

They imply a commitment to help all members of the school community learn to respect themselves, others

and the world around them.

Brooke Carlton, Culture Coach and Steven Coulbertson, Comprehensive Coordinated Early Intervention Services (CCEIS) lead: Lead the school in restorative practice. The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. This is accomplished through building relationships, developing community, repairing harm and restoring relationships. Create monthly restorative circle lessons to be utilized in classrooms. Classroom circles support the two main goals of restorative practices: building community; and responding to harms through dialogue that sets things right.

Demetria Geathers, RTI Coach: Works with teachers and leadership to identify students in need of academic interventions.

Jennifer Butler, Academic Coach: Works with teachers to plan and deliver engaging lessons to students focusing on student choice, voice and ownership of learning. Examines teacher assessment data to differentiate instruction and work with teachers to meet the varied needs of all students.

Cheri Donahue, PTA Member: Works with the school leadership team to identify school needs. PTA purchased the Ron Clark App license for the school as a part of our PBIS System. PTA also provides grants to teachers to for class supplies and projects.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Instructional Coaching	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Discipline	\$0.00
Total:			\$0.00